

AB Recommendations Announced— New Bill on The Way ...

On March 12, the State Department of Education formally submitted its findings to the Legislature on the status of nuclear age education in the public schools of California and offered accompanying recommendations. Assembly Bill 3848, introduced by Assemblyman John Vasconcellos, was signed into law by Governor Deukmejian on September 29, 1984. The legislation required the State Department of Education (SDE) "to collect information on current efforts of school districts to provide nuclear age education, and other information relevant to the development of a model nuclear age education curriculum and report its findings and recommendations to the Legislature...." There were no funds attached to the final version of AB 3848; in part, this created a need for an extension beyond initial time deadlines of the survey and summary process. ESR members from around the state were involved in the legislative process from its early stages.

Nuclear age education curriculum, for the purpose of the state surveys, was defined to include "topics such as international relations; preparing students to understand the threat of nuclear war and its effects; coping with the reality of life in the nuclear age; studying the causes of war and available options, including conflict resolution; and the beneficial uses of nuclear power."

SHOULD NUCLEAR AGE EDUCATION BECOME MORE WIDELY AVAILABLE IN CALIFORNIA'S PUBLIC SCHOOLS?

What follows is a partial list of survey findings on this question posed by the SDE:

- 87% (502 of 575) of the county/district offices responding to the Department's questionnaire affirmed that public schools should teach nuclear age education topics.

- Of 160 organizations polled representing parents, teachers, and community members, 82 responded and 52 of these indicated that schools should offer a planned nuclear age education curriculum.

- A contrary opinion was expressed in a letter from the American Security Council Foundation, emphasizing that nuclear age curricula "all reflect a fundamentally anti-defense posture." A conservative lobbying group maintained that a nuclear age curriculum will serve only to arouse fear, guilt, and despair in children.

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California Educators for Social Responsibility Newsletter

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Days of Dialogue in Paradise

By Jim Umenhofer

Last fall, Paradise ESR sponsored a "Days of Dialogue" Pre-Summit Program that was so well received by the community that it even surprised the organizers. (I might add that the Organizing Packet distributed by National ESR was instrumental in allowing us to surpass our goals.)

During the week of November 11-15, 1985, Paradise was fortunate to welcome representatives from the Soviet Consulate in San Francisco and from the U.S. State Department in Washington, D.C. The representatives each gave several presentations in local schools and for the community addressing U.S. and Soviet "hopes for the Summit". They also were helping to promote a successful Pairing Project (sponsored by Paradise ESR) between the citizens of Paradise, CA and the citizens of Borislav, in the Lvov Region, Ukrainian SSR.

Monday thru Wednesday two Soviet Vice-Consuls, Alexander Kobets and Andrew Nazarov were our guests. On Monday, there was a private reception for the diplomats which was attended by local ESR members and prominent community leaders. Their Tuesday-Wednesday schedule was packed with appearances at the local high school, California State University-Chico, a Community program at the Paradise Museum, and four radio and TV interviews.

Their stay included receiving a proclamation from our mayor, being made honorary members of the Paradise Chamber of Commerce, and touring the offices of a local bank and newspaper.

The visit of Russell Sveda, a former Vice-Counsel at the U.S. Embassy in Moscow, was a bit shorter yet equally as busy. Russell was flown in by the State Department on Thursday evening and by Friday evening he had spoken in all the locations at which the Soviets had previously appeared.



Soviet Vice Consuls talk with Paradise students after class. *Paradise Post*

Front page stories on the diplomats' visit headlined each of the Paradise-Chico newspapers. Paradise Intermediate school social studies classes held mock Summit meetings. The elementary school 6th grade teachers had local residents, who traveled extensively in the Soviet Union, come to their classrooms and show slides, photos, artifacts, and discuss their experiences. Paradise teachers at all levels utilized ESR lesson plans to enhance their current events units during the week.

So, besides using the ESR organizing packet, how did Paradise ESR do it? The answer is really quite simple. Yes, we do have a few very active members who have played an important role, but the key to the success of Paradise ESR is twofold: allowing ample time for planning, and, involving non-active members.

Paradise ESR does not have regular meetings. Individual members get together to exchange information on teaching techniques, socially responsible investment, new materials and ongoing projects, but meetings are only scheduled to plan for or to implement specific programs. As with the "Days of Dialogue" Program, this allows members to devote an extra amount of time to ESR, knowing that the time commitment is short-term with a definite end.

In the past three years, Paradise ESR has sponsored two major programs annually, with two to four months planning time for each. This not only provides sufficient time for notification of meetings, sending out news releases, obtaining necessary endorsements, and assigning responsibilities, but also gives non-active members the opportunity to participate in whatever way they can—be it baking cookies, volunteering to help set up, or just letting others know about the event.

Paradise ESR vigorously encourages non-active memberships. This allows for a cont'd Pg. 5

Los Angeles

Since passage of the ESR backed Los Angeles School Board Nuclear Age Education Resolution in 1985, LAUSD staff have been gathering and preparing curriculum materials "appropriate for use at each grade level". Updated information about the school district's efforts will be available soon. South CA ESR is presently co-sponsoring an essay contest with the Valley Interfaith Council. The theme is "Living in the Nuclear Age" and limited scholarships will be given to the 'winners'. Also, this chapter is working toward interaction with our Soviet counterparts through visits, pen pals, and art and video exchanges. Plans for sending a high school jazz band to the Soviet Union in the summer of 1987 are already under way.



San Francisco

The SF ESR Chapter will be participating in the April 19 Spring Mobilization for Peace, Jobs and Justice. The San Francisco School Board Resolution on Nuclear Age Education, passed in 1985, is gradually approaching implementation, thanks to the efforts of SF-ESR members. Presently, the Mentor Teacher and CTIIP programs are being considered as likely structures to absorb nuclear age education development next year.

North Coast

In April, North Coast ESR is co-sponsoring a peace essay contest with People for a Nuclear Free Future. The contest is designed to foster creativity in writing and stimulate young people to think about how we can achieve a peaceful future. The 'winning' essayists, one from the Mendocino School District and one from the Fort Bragg School District, will have the opportunity to travel to the Soviet Union in the Fall on a STOP trip.

Sacramento

In March, Sacramento ESR and PSR co-sponsored an evening presentation by Dr. Ed Rudin on the psychological effects of nuclear war on children and adults. Dr. Rudin also reported on the status of AB 3848 to the approximately 40 people in attendance. Sacramento ESR is contemplating participation in a Spring, 1987 production of "Peace Child".

East Bay

This Spring, teaching about South Africa and anti-apartheid information has received support from school boards in Berkeley, Oakland and Hayward, through the efforts of East Bay ESR members. In Berkeley, a School Board Resolution in support of South African curriculum was followed up with an *Anti-Apartheid Cultural Exhibit*, co-sponsored by Artists Against Apartheid and ESR. ESR members conducted well attended *Anti-Apartheid Workshops* for teachers in Oakland, Hayward and Union City. Films were shown, information on speakers provided, curriculum materials distributed

and books and resources were displayed to enthusiastic workshop participants.

Ventura County

Ventura ESR sponsored an evening of music and satire performed by Mark Levy, a political songwriter and musician, on March 2. In early April, Ventura ESR will co-sponsor a Peter Alsop concert. The Ventura County premiere of Haskell Wexler's recent feature film, "Latino", was in part the byproduct of ESR support. Recently, Ventura ESR was a co-sponsor and participant in a candlelight peace vigil honoring the late Cardinal Romero.

San Luis Obispo

A number of San Luis Obispo ESR members served as instructors for a winter quarter Cal Poly course entitled, "Nuclear Weapons and International Security", offered for credit/non-credit. The 50 class members of the eleven-week course represented a broad cross-section of the community. The ESR chapter assisted in public school outreach for this course.

Marin

ESR Marin Chapter's third annual essay and art contest is now under way. The topic for this year's contest is "Star Wars: The Final Solution". Also a Marin ESR sponsored course, "Strategies for Peace: Educating Toward a World Beyond War" is being offered this spring at the College of Marin. For further information on these events, call Faye Hinze, (415) 924-7690.

Fresno

Six members of Fresno ESR participated in the planning and writing of the "Peace and Nuclear Age Education" proposal that was passed by the Fresno School Board on March 20, 1986. Recently, Fresno ESR planned, compiled and distributed packets of curriculum suggestions to elementary, middle and high schools in order to help initiate classroom discussions on peace. Co-sponsorship of an evening with Glen Hawkes, author of *What About the Children*, rounded out a busy winter.

Santa Cruz

University of CA Chapter:
In late Winter, ESR UC/Santa Cruz, along with the Resource Center for Non-Violence, co-sponsored a presentation by Joan Bokaer from the Ithaca, N.Y.-based organization Citizens Network. The workshop, entitled "Nuclear Weapons: Who's in Charge?" focused, in part, on the role of the 'right'—Peace through Strength, Committee on the Present Danger, the American Security Council Foundation, etc.—in the nuclear dialogue.

Cabrillo College Chapter:

A course entitled "The Nuclear Age" is being offered at Cabrillo College this Spring with the help of ESR members. Ethics of the Nuclear dilemma, history, psychological implications, physics of the bomb and the Soviet perspective are some of the topics in the third rendition of this course.

Orange County

Orange County ESR is growing by leaps and bounds. It is no wonder this chapter looks skyward as it begins to participate in the "Earth Balloon for Peace" project. Orange County ESR invites you to help them celebrate the United Nation's International Year of Peace by sending a message of peace to the world on a six foot, helium filled, "earth balloon." Students would paint a map of the world on the balloon, then send it up to the skies carrying an envelope filled with their messages of peace. The launch could become a school wide event. For an information/instruction packet as well as the six foot balloon, send \$10 to: Paul Portner c/o Riverdale School 13222 Lewis St., Garden Grove, CA 92643 (make checks payable to PTA/Peace Balloons)

Sonoma County

"Students as Ambassadors for Peace" is the theme for Sonoma ESR's essay contest this Spring. The event, co-sponsored by PSR, has begun to attract significant student and community involvement and the June raffle drawing will send the two top writers to the Soviet Union, hopefully with a STOP trip in the Fall.

Oakland Responds to Military Recruiting on High School Campuses

On January 30 the Oakland chapter of ESR and the Peace and Justice Youth Outreach Project called a meeting to discuss the military's extensive recruitment activities on high school campuses. Representatives from the Veteran's Speakers Alliance, the War Resisters League, OB—CISPES, and the Students Against Intervention in Central America attended the meeting. The group decided to form a committee to address some of the following concerns: how often recruiters visit the campus and the nature of these visits; the accuracy or inaccuracy of the information they provide; and the inaccessibility of high school campuses to organizations presenting an alternative point of view. The Committee on Military Recruitment in our Schools (COMRS) has met every three weeks since the first meeting.

The National ESR packet entitled *Military Recruitment in the High Schools: Creating a Dialogue*, which details studies conducted by Philadelphia and N.Y. Metro ESR chapters, helped provide a framework for the Committee. These studies documented the military's cam-

paign and were designed as preliminary steps to further action. Ernest Drucker, from N.Y. Metro ESR concluded, "The manner of the recruiters' conduct, the content of the presentations, and the process of the decision-making about their inclusion in the schools' program all suggest a well-organized and well-financed campaign by the armed services to fully exploit the potential of the high school setting as a platform for the uncritical acceptance of one viewpoint on the nature of military service." COMRS has conducted its own study of the Alameda County high schools and has found that an almost identical situation exists. The Committee's discovery that no district policy exists concerning recruitment and that all access decisions are left either to the principal or career counselor was most distressing. This has resulted in a great variation of practices from campus to campus. "The haphazard and varying practices are clearly to the military's advantage and the student's disadvantage," said Ce-Ce Cronin, a member of COMRS and intern at CA-ESR.

The committee's goals are as follows:

- The Oakland Unified School District recognize PJYOP and other "alternative" organizations as legitimate and allow/invite these organizations into the schools.

- The district develop guidelines for recruiters detailing how often and under what conditions they may visit the campuses.

- Career counselors be educated so that they can more effectively and accurately counsel their students.

COMRS expects to make a presentation to the Oakland School Board this June or early Fall requesting that the Board agree to set guidelines and provide equal access. As part of the process of self-education, the committee has, amongst other things, discussed successful "access" court cases, and reviewed PJYOP's audio-visual materials used in East Bay classrooms.

Since a successful campaign will depend upon support from students, parents, faculty and other organizations, COMRS is now in the process of doing more outreach. The committee is presently drafting letters to elicit endorsement of and participation in its campaign. COMRS is also planning military awareness workshops for faculty and counselors. For more information, contact the CA-ESR office.

Items of Interest to CA-ESR Educators

Choices For Women:

The American Association of University Women, the League of Women Voters and Physicians for Social Responsibility are sponsoring a conference "Choices For Women In The Nuclear Age" at Stanford University on May 3rd. The conference will include various speakers, films, discussions, a resources faire and an evening concert, all addressing a wide range of issues. For information call (415) 723-9060.

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East West Psychology Program: The Psychology of Nuclear War: The East West psychology program at the California Institute of Integral Studies is offering a twelve-week course on the study of the individual and cultural forces which create war and promote peace. Participants will examine peace/war dynamics on a personal, national and global level. The course will run from April 7 to June 30, and will be taught by Ofer Zur, Ph.D. For information write to CILS, 765 Ashbury Street, San Francisco, CA. 94117 (415) 753-6100.

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Renee Zarlow's film "Let Us Be Heard":

Bay Area film maker Renee Zarlow is presently working on a film "Let Us Be Heard" in which she is documenting the activities being carried out by young people across the country who are concerned about the threat of nuclear war. Ms. Zarlow will give a presentation of the film upon request and welcomes any information about ongoing projects in which children are involved. She may be reached at (415) 848-6821.

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Dance for Peace:

The San Francisco Nuclear Weapons Freeze and the Committee in April 1986

Solidarity with the People of El Salvador are holding a twelve hour dance for peace beginning at noon Saturday May 31 at Fort Mason Pier III. Musicians Johnny Lee Hooker and Linda Tillery and entertainers Ed Asner and Scoop Nisker will be there along with others. To register and receive a sponsor sheet write to: Give Peace a Dance, 760 Valencia St., San Francisco, CA 94110. For more information contact Jenny Carpenter or Erick Ferry at (415) 861-0593.

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Education Through Music:

Education through Music is an approach to teaching that uses song and movement not only to teach music but to build self-confidence and respect for others. It catalyzes a natural and spontaneous peace among its participants. The Richards Institute, a non-profit organization, offers courses for educators year round and publishes a variety of books, audio and video recordings. For information write to: The Richards Institute, 149 Corte Madera Rd., Portola Valley, CA 94125 (415) 851-4969.

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Institute on International Security and Arms Control:

The 2nd annual Institute on International Security and Arms Control will be held this summer at Stanford University, August 5-14. The institute, conducted by the International Security and Arms Control Project, is designed for junior and senior high school teachers of social studies, history, psychology, literatures and physics. Participants will receive information on nuclear weapons, conflict management and U.S.-Soviet relations as well as curriculum ideas and a survey of audio-visual materials. For information and applications (due May 1) contact Robin Riddle, 200 Lou Henry Hoover, Stanford, CA 94305 (415) 497-1114.

Six Months on the Job... Some Reflections

By Mitch Genser, Executive Director

At this writing, I have now been the CA-ESR full time staff person for six months. Early on, it became quite clear that my energies and focus needed to be concentrated in a manageable region to maximize effectiveness. Therefore, a fair amount of my time has been spent in a 'program support' capacity for chapters in the Greater Bay Area. On a more limited basis, I've begun to meet with ESR chapters around the state and hopefully, over time, greater 'program support' can be forthcoming. This will be one of the issues discussed at the April 5 Chapter Leadership Event at the Oakland Museum.

Since October, I have been the primary ESR contact with Assemblyman John Vasconcellos' office and have stayed abreast of, and participated in the legislative process pertaining to AB 3848. I've also begun to organize the National ESR Conference which will be held at the University of California, Berkeley campus on October 25, 1986. Securing increased visibility for ESR as an organization has been another substantial thrust of my work. The instances of newspaper coverage, radio talk shows, and TV panel discussions gradually are on the rise. Other peace organizations, educational associations, conference organizers, teachers and parents seem relieved and excited to discover that ESR has a full time staff person in California. It was necessary for me to install 'call waiting' on my phone after three months on the job—I received a number of complaints that the line was frequently busy! And then there is the task of fundraising. Mailings, events, major donor solicitation and foundation support all are components of our financial development plan. Hopefully, as our programs grow stronger and we become clearer about our mission, financial support will be easier to secure.

My personal vision is that we, as an organization of peace educators, must help students become more adept at making connections between inter-personal conflict, social justice issues, international relations, & third world development, and ultimately, the nuclear threat. Hopefully, as students begin to make these connections, they will become more interested in participating in a democratic society, feel more powerful and BE more powerful. This commitment to participation and



Mitch Genser speaks with a group of Benicia educators about nuclear age education (*Vallejo Times Herald/David Pacheco*)

decision-making must, I believe, originate from grass roots issues close to home, be they bikepath preservation or a neighborhood safety watch. Only then can the connections on the more global issues be tackled—possibly with matched vehemence and commitment.

For the last six months, I have marvelled at the level of commitment that active ESR members so frequently embody. Repeatedly, resolutions have been passed, community events successfully held, conferences organized and teacher trainings conducted seemingly against all odds but dedication and staying power continue to prevail. The diversity of chapter activists within a community, the variance in chapter focus throughout the state, and the support for these differences lend strength and flexibility to ESR chapters in California.

I've sat in on many chapter meetings over the last six months and have had the opportunity to discuss chapter leadership and member participation in a number of contexts. I'd like to share my thoughts with the hope that some of these observations might be helpful to chapter activists as well as to supportive, but non-participating CA-ESR members.

Inevitably, each chapter has its small core of 'work horses'. Sometimes, that seems fine, and sometimes, resentment builds. Some chapters truly wish to expand, others are ambivalent about opening their ranks — though this reluctance to grow is not always consciously articulated. Often, there appears to be an assumption that the chapter contact should be the chapter leader, meeting chairperson, newsletter editor and program spearhead. The chapters that distribute these responsibilities quite broadly avoid many of the burn out/resentment tendencies. And chapters can then more easily absorb the loss of an active member because he or she has not been responsible for holding it all together. An active ESR member should not need to feel a compulsion to stay involved — to avoid witnessing the demise

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High School

A Diamond by Joel Gunz

There was a woman
in a jewelry store
trying on diamond earrings.

She didn't know
that she was also
wearing crystallized tears
wept by thousands of
black miners.

Diamonds have an inner facet
not often talked about
by the salesmen at
Zales
or Tiffany's.

That facet is clouded
with thousands of people
choking and dying
from intense
heat
and dust.

Masses of black people
forced by poverty
to drain, chop, stab,
burn and suck
the land of its riches
until it becomes
nothing more than
dead gravel.
Afterwards, as "superfluous/
appendages,"
they are forced to live on it.

Their crystallized tears
are bought by white people
who wear them
around their necks,
wrists and fingers,
shamelessly advertising
the spilled blood
of the Zulu and Xhosa.

After studying Apartheid and the current situation in South Africa use this poem to provoke discussion on essay topics. Or, use it as an example of creative expression and assign a final project which can be done through any medium: poems, songs, short stories, skits, collages, posters, dances, articles or letters to involved officials and organizations.

From: *Strangers in Their Own Country: A Curriculum Guide on South Africa* by William Bigelow
Africa World Press
P.O. Box 1892
Trenton, New Jersey 08608
copyright 1985
\$14.95

Ideas for Teaching Peace

Middle

Goal: to study how we perceive the Soviet Union by looking at what the media chooses to report on.

Procedure: Obtain a copy of The New York York Times' index on the Soviet Union for 1985. Explain the N.Y.T.'s reputation as the U.S.'s most comprehensive paper covering foreign affairs. Divide the class into groups and assign a page of the index to each. Ask them to determine each article as portraying negative or positive aspects of Soviet life and to tally their results (you may add a third column for articles that are "hard to classify.") Use these later for interesting discussion.) Compile a grand tally and discuss the results, pointing out that while the events reported on may be true, the coverage is incomplete. Questions to raise:

1. Were you surprised at the number of negative articles?
2. Is the high number of negative articles unavoidable?
3. Why is the Soviet military so important?
4. Whose interest do the negative articles serve?
5. If Soviet dissidents are so few in number how do you account for all the coverage they receive?

Assignment: You are the editor of an American newspaper. You must decide to report on one of two articles: either on the Soviet's successful housing program in a given city or on a person who was fired and harassed after filing for emigration. Explain your decision.

Created by Roberta Snow and George Perkovich. For more ideas about curriculum on the Soviet Union contact the national ESR office.

"Reel" Teaching Resources For ESR Members

California State ESR has reached an agreement with the San Francisco office of the American Friends Service Committee (AFSC) benefitting our members with discounts on audio-visual resources for the classroom. AFSC's 1986 audio-visual catalogue, RESOURCES FOR SOCIAL CHANGE, lists over 150 films, slideshows, filmstrips and videotapes suitable for teaching peace and justice issues. The catalogue includes titles on disarmament, food and hunger, criminal justice, the crises in Central America and South Africa, and many more. Convenient and reliable delivery can be made through United Parcel Service or, for those in the San Francisco area, through personal pick up and return.

AFSC is now offering all current California State ESR members discounts of 50% on titles in rate categories A and B and 25% discounts on categories C and D. To receive the discount, simply give the year of your most recent ESR dues payment when you place your order. For a copy of the RESOURCES FOR SOCIAL CHANGE catalogue, call or write:

Media Office
American Friends Service Committee
2160 Lake Street
San Francisco, CA 94121

Phone: (415) 752-7766

Elementary

Goal: to help children distinguish between reality and what the television portrays. This pertains to a study of real vs. pretend violence.

Procedure: Create a circle on the floor. Explain that the circle is for discussion and that everyone will have a chance to speak. Students can skip their turn if they choose and the time is to be shared equally. Remember that you are not teaching a lesson but relating to people. Say, "Our topic for this session is 'One of the most fake things I ever saw on T.V. or in a movie.'

"You know that so many T.V. shows are created by actors and directors to seem real even though they aren't.

"It isn't always easy to know what is real and what is fake.

"Both the pleasant and horrible scenes are often fake."

Ask your students to think of one of the most unreal scenes they can remember and share their feelings about it. You may wish to begin the circle. After everyone has spoken ask why it is important to know what is real and what isn't; also ask them what they have learned. You might assign older students to write on this subject. Use this circle to discuss just about any topic.

This lesson was created by Dr. Geraldine Ball and will soon be published in a multi-media curriculum set entitled *Creating The Caring Capable Kid*. For more information contact:

Susanna Polomares
Palomares & Associates
P.O. Box 1577
Spring Valley, CA 92077
(619) 698-6654

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large membership which, through annual dues, provides necessary funding to develop and promote special projects. In addition, a membership composed of a broad base of parents, professional educators, and concerned citizens has raised the visibility and validity of ESR in our community.

In summary, "Days of Dialogue" in Paradise was a most informative and educational program for students and community members alike. We were able to establish significant positive relationships with the Soviet Consulate and the State Department which could be beneficial to future ESR sponsored programs. And finally, holding meetings only for specific purposes; planning for events well in advance; and promoting an expanding non-active, as well as active, membership to maintain a substantial funding base, will, hopefully, prove to be a continuing formula for the success of Paradise Educators for Social Responsibility.

Paradise/Chico

A unique Summer workshop entitled, "Teaching Nuclear Age Education: The Role of the Junior/Senior High School Student" is now being planned for late August. Thirty students from three high schools in the Chico and Paradise School Districts will be selected to attend. Local ESR trained teachers will act as facilitators/presenters. Topics of discussion will include teaching and learning about: the concepts of peace; nuclear issues; U.S./Soviet relations; active citizenship in the community; and working with elementary school students.

CA-ESR

"Schooling for a Global Age: Leadership Training Seminar in Nuclear Age Education", is a CA-ESR sponsored course at San Francisco State University this spring. Twelve teachers from five Bay Area counties have received ESR stipends to participate in these all-day Saturday seminars. These teachers are all experienced at implementing Nuclear Age Education in their own classrooms and are committed to returning to their school districts and offering NAE workshops for colleagues, parents and community groups. The session presentations are being videotaped and a staff development handbook is being assembled. For more information, call Jim Bixler or Marilyn Raack at (415) 388-1618 regarding potential staff development follow-up.

• Three grade 6 and four grade 11 classrooms, selected for the diversity of their student populations, were asked to respond to two open-ended statements:

—List any ideas that come to you when you hear the word "nuclear".

—Discuss the responsibilities of our President, other countries, your school, your home and yourself on nuclear issues.

Teams of independent readers classified the "dominant feeling tone" in the essays of eleventh graders:

- apprehension (51 instances)
- frustration (41)
- despair (30)
- fear (25)
- hopelessness (22)
- sadness (15)
- confidence (13)
- optimism (10)
- anger (8)
- indifference (5)

A typical comment by an eleventh-grader that says so little, and yet so much: "It's wrong. It's terribly wrong. I can't be more specific."

The SDE conducted a review of the literature of recent psychosocial research concerning children's attitudes toward the prospect of nuclear war. Student surveys administered by Beardslee and Mack, Goldnering and Doctor, Van Hoorn and French, a study by Bachman and the writings of Robert Coles were discussed in the literature review section. The conclusion was that "the long-range effects of growing up in the shadow of the bomb and the potential for nuclear age education to calm or amplify fears remains largely in the realm of speculation."

However, the SDE does make a very important statement which should be echoed throughout California and the nation:

"A more compelling rationale for including nuclear age issues in the K-12 curriculum is that they are too important a part of the modern world to be disregarded. A traditional role of the public schools is citizenship education — preparing students to take part in the vital issues facing the nation . . . The goal of nuclear age education should be to encourage students to enter into the discussion, to expose themselves to various points of view on this important issue, to sharpen their critical thinking skills, so that they can identify the weaknesses and strengths of the various arguments. If the destructive force of the atomic bomb was latent in the laws of physics — which are beyond anyone's power to change—the decision whether

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The National Scene — Personnel Changes & Policy Review Forthcoming

Major changes in the national leadership and review of basic ESR policy regarding activism and advocacy were announced at this month's ESR National Board Executive Committee meeting in Cambridge.

Tony Wagner, who has served as Executive Director of ESR since the Spring of 1982, formally announced his intention to resign effective as of the May National Board meeting. Bobbi Snow, who has been national President and working as a staff member on a Soviet Union educational project this past year, will also be leaving in May.

"They will both be missed," local National Board member, Rick Collett, said. "Tony has been very successful in building a funding base for the national organization which has helped support the development of local chapters and made possible the startup of a regional organization here in California," he said.

Susan Alexander, presently serving as Wagner's assistant, is expected to be named as Interim Director until a new one can be hired.

The occasion of the National Board's Executive Committee meeting, also attended by Sonoma's Susan Martin, was marked by the first meeting of ESR's blue-ribbon Advisory Board, which includes such luminaries as Terry Herndon, Mary Hatwood-Futrell, Father Theodore Hesburgh, and Carl Sagan.

The Executive committee's decision to place policy review on the agenda of the May meeting was reflected in the discussions by the Advisory Board. A question, "Does a sense of urgency and a call for educational activism conflict with a professional identity?" dovetailed into the policy review, sparked by an Open Letter from California ESR.

"ESR should be intrepid risk-takers for our children," Advisory Board member Samuel Banks, Maryland State Social Studies Supervisor, asserted. "The question is whether it is truthful curriculum, not whether it will be accepted."

Banks, and the Board, also voiced approval for ESR's Military and the Schools Project, which has recently become an issue in the debate over advocacy in ESR.

Other Advisory Board input included the suggestions by H. Michael Hartoonian, from Wisconsin, that the organization take on the Rambo issue, and Brown University's Theodore Sizer, that with increasing restrictions on curriculum due to the "Back to Basics" movement, ESR might try using the media with its own productions, along the lines of the Sesame Street program.

THE CALIFORNIA LETTER

The policy review scheduled for May came about because of an Open Letter passed by California ESR's Board of Directors and originating with SF East Bay ESR. The letter raised concerns that ESR may be lagging behind other peace groups in taking on issues, such as violence in the media, war toys, and exchanges with Soviet teachers and students, that are of deep interest to teachers. It decried the current emphasis on curriculum to the exclusion of educators "exercising their rights as citizens" and called for "an aggressive effort to put the organization before the public." It criticized the "excessive caution" that led to the "benign neglect" of safe issues such as the FEMA Civil Defense Curriculum.

Opponents of "educational activism," as it has come to be called, claim that if ESR takes stands on political issues, it will jeopardize its ability to introduce Nuclear Age materials in the schools in the more conservative parts of the country. The distinction between objectivity in the classroom and activism outside of the classroom is meaningless, it is claimed, if ESR is seen as "just another peace group."

Proponents of activism point out, however, that right-wing groups, such as Phyllis Schlafly's Eagle Forum, which attacked the Sonoma Chapter of ESR, do not want any discussion of nuclear war or peace issues, regardless of how balanced or objective they are. The activists argue that there is a contradiction between advocating a dialogue in the classroom and community designed to empower people to make decisions and then refusing to act as role models to show that "one person can make a difference."

WHERE DO YOU STAND?

**Should ESR's activities include both:
Promoting a non-polarized dialogue
on nuclear-age issues in the classroom
and . . .
acting as citizen role-models on these
issues outside of the classroom.**

It is important that ESR members make their views known on this issue if policy on the state and national level is going to reflect their wishes.

The California ESR Board of Directors would like members individually to send their views to California ESR, 477 15th Street, Oakland, CA 94612, or, where possible, conduct informal polls of chapters and apprise the Board of results. Responses to this question should be mailed in time for May National Board of Directors meeting.

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to use it remains a human one. That, in itself, offers some small reason for hope, and — in a democracy — is the ultimate argument in favor of nuclear age education."

WHAT IS THE BEST METHOD TO HELP MAKE NUCLEAR AGE EDUCATION AVAILABLE IN CALIFORNIA'S PUBLIC SCHOOLS?

Despite overwhelming support for nuclear age education, the county/district offices surveyed clearly indicated that they did not want another required or "mandated" course. Age and maturity appropriateness of the instruction was emphasized and the desire to integrate nuclear age topics into appropriate existing topics was expressed. **Seventy-seven percent (77%) of the county/district offices (443 of 575) emphasized the need for staff development activities to provide teachers and administrators with appropriate nuclear age education topics.**

California State Department
of Education
NUCLEAR AGE EDUCATION
A Report to the California State Legislature
(As Required by Assembly Bill 3848)

RECOMMENDATIONS

The Department believes that the following recommendations constitute the best method to help make nuclear age education available in California's public schools. The recommendations are based on the data secured from statewide surveys and a review of the literature on nuclear education which are included in the body of the report.

The Legislature should provide resources for the State Department of Education to:

- A. Develop a series of in-service education activities for teachers, administrators and parents to:**
 - 1) increase personal awareness of attitudes commonly reflected in the student survey, and appropriate responses to such attitudes
 - 2) build skills in teaching critical thinking, conflict resolution and in allowing for increasing sophisticated analytical approaches to the nuclear age issues
 - 3) provide access to age-appropriate resources, curricula, lesson plans, and alternative approaches to incorporating nuclear age education into existing curriculum
- B. Continue and increase inclusion of nuclear age topics in production of publications—such as frameworks, model curriculum standards, model**

curriculum guidelines and handbooks—in all appropriate subject areas, including history, social science, science, literature, expository writing, art, etc.

- C. Work with all concerned community, civic, and public-interest groups to assure a balanced and unbiased process which will result in a better informed, responsible and responsive parent-teacher-student cooperative effort.**

The Legislature should encourage school districts to:

- A. Provide release time and all appropriate opportunities to teachers and administrators to receive in-service training in nuclear age education as described above.**
- B. Incorporate nuclear age instruction into all subject areas already in the curriculum as appropriate, including history, social science, science, literature, expository writing, art, etc., integrating instruction into appropriate topics and adjusting its content to the maturity of the students. Such age appropriate instruction should include critical thinking in the nuclear age, conflict resolution, and increasingly sophisticated understanding of the decision-making processes surrounding nuclear age issues.**
- C. Involve parent groups, community groups and public-interest groups in both in-service opportunities and curriculum development to assure a balanced and unbiased approach at the local level to meeting the needs of students and teachers as expressed in this report.**

- (2) In-Service teacher training programs;**
- (3) A group of highly skilled and knowledgeable teachers to serve as leading nuclear age studies resource practitioners (teacher trainers);**
- (4) A support system for teachers learning new conflict management, critical thinking skills and nuclear age curricula;**
- (5) Collaboration amongst classroom teachers, research personnel, colleges, universities, and international organizations;**
- (6) Collaboration in colleges and universities between nuclear age issues specialists in history, economics, international relations, etc. and specialists in teaching methods and strategies;**
- (7) Cooperation between schools, regional or county educational agencies and colleges and universities;**
- (8) An evaluation process to assess the attitudes of project site participants and the impact the Project will have on students.**

The legislation will establish six Resource Centers distributed geographically throughout the state, with reference to the cultural and ethnic diversity of California. Three of these centers are planned to become operational in the 1986-87 fiscal year, and three in the 1987-88 fiscal year. AB 3285 asks for an appropriation of \$225,000 to launch the first three Resource Centers and provide the SDE with initial organizational costs.

AB 3285 is on what is called a 'fast track' because the bill is in its second year of the Legislature and must be on the Governor's desk by late August.

Please express your support for AB 3285 today by writing to:
Assemblyperson Curtis Tucker,
Assembly Education Committee,
Chairperson
State Capitol
Sacramento, CA 95814

AB 3285 **The Next Step**

Legislation to implement these recommendations will be referred to the Education Committee of the State Assembly for hearing in early April. The Bill, AB 3285, proposes the establishment of The California Nuclear Age Studies Project to be administered by a public or private institution of higher education in California. The Project shall consist of statewide and regional training programs operated by four-year colleges or universities or by non-profit agencies in conjunction with institutions of higher learning.

The Nuclear Age Studies Project, as outlined in AB 3285, intends to develop:
(1) instructional materials on nuclear age issues;

CA-ESR Newsletter
Contributors:
Mitchell Genser
Walt Swift
Ce-Ce Cronin
Jim Umenhofer



Six months . . . from p. 4

of a chapter.

I've begun to see chapters acknowledge that a strong chairperson was needed for meetings, and this person might do little else, for example. Or that a chapter contact would take care of any correspondence with the National, the State, or general inquiries but not take on a host of other tasks. Other chapters seem to feel that the rotation of program spearheads or the establishment of content/grade level contacts makes good sense, depending upon personal interest, political commitment and time availability. Consistent and thorough minutes of meetings and summaries of events can provide chapters with a sense of active membership responsibility and involvement.

Some of my ESR colleagues in the Bay Area are probably now saying to themselves: "But where/how are we going to get the bodies?". I don't have any easy answers. I do know that I've spoken to a number of prospective members and activists who have left ESR meetings to never return because they were not efficiently run, the power was all lodged in one or two people, thus discouraging entry, and they were not sufficiently task oriented. Though these critiques have been spotty and not pervasive, a more careful examination of your local ESR chapter meeting might be fruitful. Even with a small group, if these criticisms I've heard can be addressed, educators will, I believe, be more willing to participate in local chapter activity. Of course, this assumes that the content of the meetings is stimulating enough to attract newcomers.

As we all know, teachers are far too stretched and over-committed to be particularly receptive to another meeting or two, ESR or otherwise. But these very same people, some of whom are reading this

column right now, perceive themselves as peace educators and would be occasionally willing to take on a small, discrete task so that an evening of Central American music or a Soviet slideshow can become a reality. I think we, as an organization, need to get better and better at breaking down tasks and asking for help—and financial support. And creating a supportive environment for the sporadic ESR participant. We need to discourage an "all or nothing" attitude within our chapters which only serves to intimidate prospective participants. Maybe those of you on the fringes can help facilitate this process.

A related issue is one of event co-sponsorship. On a number of occasions, I've observed or heard about a lack of clarity with respect to an ESR chapter commitment as a co-sponsor. This usually is caused by the already over-extended lives of ESR activists; however, it does not serve to help enlarge the ranks of active ESR members or bolster our reputation in the community.

In the past six months, I've seen some chapters make what appeared to be 'minor' adjustments in structure and attitude, resulting in substantially increased organizational effectiveness. Positive, healthy changes are happening; however, sometimes we need to nudge them along.

Almost five years after ESR was created, many people still assume that the organization is focused exclusively on nuclear issues, with a capital N. I feel that it is our responsibility to articulate more publicly the connections we see between racism, hunger, terrorism, military/economic conversion, propaganda, war and the arms race. The nuclear threat does not exist in a vacuum. As educators, we must expose students and the community to the context of and the backdrop for war and peace with the expectation that solutions can and must follow.

CA-ESR Events

Summer and Fall

- ESR's 3rd Summer Trip to the Soviet Union is now accepting reservations. This 22 day tour, especially designed for educators, departs Oakland August 7 and returns August 28. The cost, \$2,400, includes round trip air transportation, all flights in the USSR, rail and bus fares, hotel, guide and translator, and three meals a day. For more information, contact:

James Mink
11 Leisure Lane, #1
El Sobrante, CA 94803
(415) 222-3936

- CA-ESR will play host to the National ESR Conference and Board Meeting in the Fall. The U.C. Berkeley campus has been selected as the site for the October 25 conference and will be preceded by a benefit concert on Friday evening. Look for updated information in early Fall CA-ESR correspondence.

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